

New York State Seal of Biliteracy

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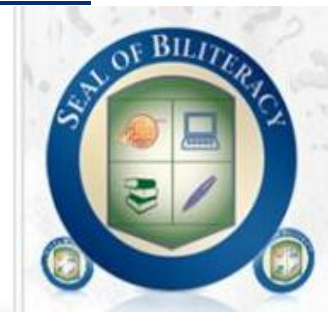
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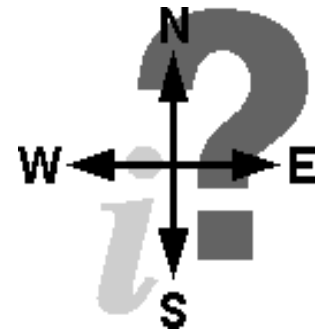
State Seal of Biliteracy

As per Chapter 271 of the Laws of 2012 (Section 815 of Education Law), the State Education Department (SED) seeks to implement the awarding of the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English.



Purpose of Today's Meeting

- Develop a common understanding of New York State Seal of Biliteracy legislation
- Identify key questions that must be addressed in order to develop and implement the legislation
- Learn about Seal of Biliteracy initiatives in other States and cities
- Discuss next steps for the workgroup



State Seal of Biliteracy and Regents Reform Agenda



The State Seal of Biliteracy is aligned with the Regents Reform Agenda for college- and career-readiness.

As stated in the legislation, the intent of the State Seal of Biliteracy is to:

- Encourage the study of languages;
- Identify high school graduates with language and biliteracy skills for employers;
- Provide universities with additional information about applicants seeking admission;
- Prepare students with 21st century skills;
- Recognize the value of foreign and native language instruction in schools; and
- Affirm the value of diversity in a multilingual society.

Criteria for Awarding the State Seal of Biliteracy

As per Section 815 of Education Law:

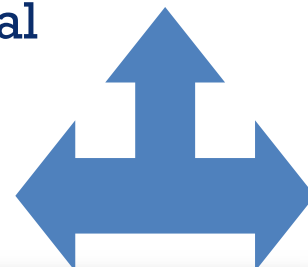
- The Seal of Biliteracy will certify attainment of “a high level of proficiency by a graduating high school pupil in one or more languages, in addition to English.”
- Such criteria may include, but are not limited to:
 - a) attainment of credits in ELA and languages other than English;
 - b) passing of State assessments in ELA and local assessments in languages other than English; and
 - c) Passage of additional assessments of foreign language proficiency as may be approved by the Commissioner.
- Participation by school districts in the program is voluntary.
- Students may not be charged a fee for seeking the Seal.



Developing Biliteracy in New York State

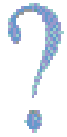
Currently, there are essentially three pathways by which students can develop biliteracy in New York State. Students can:

1. Demonstrate achievement in English Language Arts (ELA) and proficiency in a language other than English (e.g., Checkpoint B or C);
2. Demonstrate achievement in English Language Arts (ELA) and competency in Native Language Arts (e.g., Spanish); and/or
3. Demonstrate successful participation in a bilingual education program where content and literacy are taught in two languages, including English (e.g., Two-Way Bilingual Education Program, Dual Language Immersion).

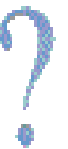


Some Key Guiding Questions

How should a “a high level of proficiency” be defined?



1. Attainment of Regents level competency in English and another language?
2. Attainment beyond Regents level competency in English and another language?
3. Attainment of college level (introductory or intermediary) competency in English and another language?
4. Demonstration of the ability to take and pass high school academic courses in English and another language (e.g. bilingual/dual language program)?
5. Career/Work ready skills in English and another language?



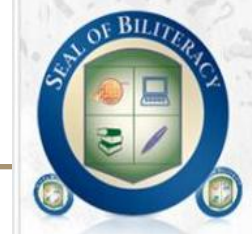
Other Key Guiding Questions



In addition to determining a high level of proficiency in English Language Arts (ELA) and languages other than English, we will also address the following questions:

1. What requirements must a district meet in order to voluntarily participate in the State Seal of Biliteracy program?
2. Must an approved assessment measure proficiency in listening, speaking, reading and writing?
3. Can students earn a Seal of Biliteracy through acquisition of another language independent of instruction provide in school?
4. Should there be any units of credit requirements for earning the State Seal of Biliteracy?
5. Should there be any other requirements for earning the State Seal of Biliteracy beyond assessments and/or course work?
6. Should there be different standards to earn the State Seal of Biliteracy for English speakers, heritage speakers, or English Language Learners?
7. Should there be more than one type of State Seal of Biliteracy?
8. Should the standards for earning a State Seal of Biliteracy be the same across the State?

Seals of Biliteracy



California – Per Assembly Bill 815, effective January, 2012 (Brownley, Chapter 618, Statutes of 2011) The Seal of Biliteracy has been implemented in 37 school districts, and more than 10,000 graduating high school students across California have earned the first state recognition in the nation for achieving proficiency in multiple languages in 2012.

Florida – S.B. 1676 died in committee

Illinois – S.B. 1221 was passed by the Senate and placed on calendar for second reading in the House

New Mexico – H.B. 541 was vetoed by the Governor . The Seal of Biliteracy has been implemented in the [Albuquerque Public School District](#) in New Mexico. This is an initiative of [***Californians Together***](#).

Texas – H.B. No. 921 and S.B. No. 1126 did not pass committees in both chambers.

Wisconsin – Proposal put forth by the [Wisconsin Alliance for Cultural and Linguistic Diversity](#) (WISACALD)

Washington – The State Superintendent of Public Education has proposed legislation.

California State Seal of Biliteracy

It is the district's responsibility to ensure that their graduates meet the requirements as per [Assembly Bill \(AB\) 815](#) and are eligible for the [State Seal of Biliteracy](#).

Eligibility Criteria for a Student Whose Primary Language is English:

To qualify for the SSB, high school graduates must meet all of the following criteria:

1. Complete all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
2. Pass the California Standards Test (CST) in ELA (administered in Grade 11) at the “proficient” level or above.

Eligibility Criteria for a Student Whose Primary Language is not English:

If the primary language of a student in Grades 9-12 inclusive, is other than English, the student shall also meet the following two academic requirements:

1. Achieve Early Advanced proficiency level on the California English Language Development Test (CELDT), which may be administered an additional time, as necessary.
2. Meet the requirements above as stated in 1, 2, and 3 (below).

California State Seal of Biliteracy

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3. Demonstrate proficiency in one or more languages other than English through one of the following methods:
 - i. Pass a foreign language [Advanced Placement \(AP\)](#) exam, including American Sign Language, with a score of 3 or higher.
 - ii. Pass an [International Baccalaureate \(IB\)](#) exam with a score of 4 or higher.
 - iii. Successfully complete a 4-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.
 - iv. If no AP exam or off-the-shelf language test exists and the district uses its own language exam, the school district must certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign language. If a district offers a language exam in a language in which an AP exam or off-the-shelf exam exists, the district language exam must be approved by the SSPI.
 - a. Pass a school district language exam that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.
 - v. Pass the [Scholastic Assessment Test \(SAT\) II](#) foreign language exam with a score of 600 or higher.

Albuquerque Public School District

APS Bilingual Seal

Required Credits: Meet the following course requirements over the course of four years

- Level IV or above in Spanish
- 4 credits of English or ESL
- 4 core content credits taught in English
- 4 core content credits taught in Spanish

Note: Core content credits include Math, Science, and Social Studies.

Teacher Recommendations

Submit 4-6 Teacher Recommendation forms

Grade Point Average

APS Bilingual Recognition Seal: Meet 2.5 Cumulative Grade Point Average

APS Bilingual Honor Seal: Meet 3.5 Cumulative Grade

Pass with the following scores on both the English and Spanish APS District Assessments:

Reading – 70%

Writing – Minimum score of 3

Oral Interview – Minimum score of 3

Washington State Seal of Biliteracy

The State Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school pupil in one or more languages, in addition to English, and certifies that the graduate meets all of the following (suggested) criteria:

Completion of all state and district requirements for high school graduation, including any required state tests.

Proficiency in one or more languages other than English, demonstrated through one of the following methods:

- Passing a foreign language [AP exam](#) with a score of 3 or higher or an [IB exam](#) with a score of 4 or higher.
- Passing the [SAT II foreign language exam](#) with a score of 600 or higher.
- Successfully completing an international exam, such as the [DELE \(for Spanish\)](#), [DELF \(for French\)](#), and [HSK \(for Mandarin\)](#) at the level of A2 or higher based on the [Common European Framework of Reference \(CEFR\)](#). ***OSPI would provide a list of all acceptable international exams.***

Washington State Seal of Biliteracy

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- Receiving a rating of Intermediate Mid or higher on a nationally available test of proficiency across language skills based on the [ACTFL Proficiency Guidelines](#) (e.g., [STAMP 4S](#) or [ACTFL OPI and WPT](#)).
- For less commonly taught languages (for which STAMP or ACTFL assessments are not available), earning [4 Competency-Based Credits](#) based on demonstrating proficiency in the spoken and written language at Intermediate Mid or higher according to the model state policy and procedure for Competency-Based Credits.

For purposes of this article, "foreign language" or "world language" means a language other than English, and includes American Sign Language, Latin, as well as Native American languages.

Plan to Develop Proposed Regulations

Create a State Seal of Biliteracy Workgroup

- Composition of Workgroup
- Goal: To provide advice on criteria for determining that a student has demonstrated “a high level of proficiency” in English and a language other than English. Such criteria will include, but not limited to, identifying possible assessments and determining cut scores that students must attain in order to determine high proficiency.
- Present Proposed Criteria for the Seal of Biliteracy to the Board of Regents for consideration.

Draft Regulations to Implement the State Seal of Biliteracy



If directed by the Board of Regents, the Department will draft new regulations for consideration by the Board of Regents for implementation in the 2013-2014 school year.